

Family Life And Sexual Health (F.L.A.S.H.)

Lesson Plan 7: Relationships Day 5: Helpers, Acquaintances & Strangers

Student Learning Objectives:

to be able to...

1. Define the term helper
2. Define the term acquaintance
3. Define the term stranger
4. Correctly label characters in a given situation as helper, acquaintance or stranger
5. Correctly label people in their own lives who are helpers or acquaintances
6. Demonstrate appropriate safe behavior when approached by a stranger

Materials Needed:

- A teaching assistant or acting student to help with roleplays
- One copy of the worksheets for each student
- Case study transparencies
- Materials for making posters

Agenda:

1. Define terms
2. Present case study
3. Role-playing - at the pool
4. Identify people in each student's life
5. Strangers - safety skills
6. Summary of relationships unit
7. Creating relationships posters

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Lesson Plan 7: Relationships

Day 5: Helpers, Acquaintances & Strangers

Our students interact with many people, each of whom has a special relationship with them. The woman holding the SLOW sign at the construction site who smiles as we drive by, the clerk at the store, our professional colleagues, our own immediate family, our students - all of these people play important roles in our lives.

For students with learning challenges, the ability to discriminate between a stranger, an acquaintance, a helper and a friend and understand what behaviors are appropriate within each relationship is a critical social skill.

This lesson also lays the ground work for future exploration of relationships and exploitation prevention.

Activities:

Use of a behavioral "touch"/"no touch" definition when considering friends, helpers, acquaintances and strangers will likely be more functional for some students.

Define a "helper" as:
"someone who helps you. Most helpers are paid to help you. They might touch you as part of the help they give you (sometimes intimate care), but the touch should always feel helpful, and fair."

Define acquaintance as:
"someone you know but usually don't touch."

Define a stranger as:
"someone you don't know and don't touch."

1. Define terms.

- A. Introduce the class by explaining that, *"today we are going to learn about different kinds of relationships. We've been talking about relationships that you have with yourself, with your family and with your friends. Now we are going to think about three other kinds of relationships - with a helper, with an acquaintance, and with a stranger."*
- A. Define the term, "Helper." Ask the class what they think the word, "helper" means.
"Helpers are people who care about me and help me to do things as part of their job. They are (often) paid money to help me. People who are helpers include my teacher, my doctor, and my dentists. Some people need help to do all kinds of things, like getting dressed, eating, going to the bathroom. The people that help them with these parts of their days are called helpers."
- A. Define the term, "Acquaintance." Ask the class what they think the word "acquaintance" means.
"Acquaintances are people who know my name and I know their name, but that's about it. I don't really feel close to these people, but I like them, and they are part of my life. Examples of acquaintances might be the grocery store clerk, the librarian, the principal of my school, my neighbor across the street, a new student at school, a friend of a friend."
- A. Define the term, "Stranger." Ask the class what they think the word "stranger" means.
"Strangers are people I don't know. I have not been introduced to them and they have not been introduced to me. They don't know my name and I don't know their name. They are part of my life but I am not close to them. Examples of strangers include people you see at the bus stop, other shoppers in the store, other people in the school who you don't know, other teachers you haven't met."
- A. Remind students of the definition of a friend.

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Have the roleplay acted. You may also want to consider changing the case study to fit the real life circumstances of your students.

Look through photo albums or magazines and have students point out people who are "helpers" to them.

Repeat the above exercise and have students point to people who are strangers to them. People they don't know and don't touch.

2. Present Case Study

A. Project the Case Study Transparency (1)

B. Read the case study to the students.

Joe fell and broke his leg. He wound up in the hospital for a few days while a cast was put on and his leg was up in the air in traction! Joe was really bored being in the hospital, so when his friend Andy from school and the track team came to see him, he was happy to have a visit. Andy came over to the side of Joe's bed and gave him a big High-Five. Then he sat beside Joe's bed, and stayed for a whole hour! Andy brought Joe his homework and Joe's favorite kind of candy bar, and the boys talked about Nintendo and the upcoming Special Olympics track meet. Andy told Joe, "I'm sure sorry you broke your leg. I hope it gets better soon — I'll really miss having you on the team while it heals." "Gee Andy", said Joe, "I miss you too — and all the rest of my friends. Thanks for coming to see me — I appreciate it a lot!"

Ask students if Andy is a **friend**, a helper, an acquaintance or a stranger. Ask students to check the correct box on their worksheet.

C. *Later that day, a woman came to see Joe. He had not met her before and did not know her name, but she introduced herself. She said, "Hi Joe, my name is Pam and I'm going to be your nurse for the evening. I've brought you some medication."*

Pam gave Joe a pill and some water and helped him to sit up straighter and take his medicine. She plumped up his pillow, found him a magazine and brought him some juice. Then she said, "There. You're all set. Is there anything else you need?" "Thanks Pam", said Joe. "I think I'm OK for right now. I'll call you if I need some help though." Pam said, "Okay. I'll go see another patient. but if you think of something you need, just press the buzzer." Then Pam, the nurse left.

Ask students if Pam is a friend, a **helper**, an acquaintance or a stranger. Ask students to check the correct box on their worksheet. (**Teacher Note:** Students may also decide that Pam is an acquaintance. Point out that helpers may also be acquaintances.)

D. *About five o'clock, a man Joe didn't know and had never seen before opened the door to Joe's room. The man looked around and said, "Oops, sorry. Wrong room." Then he left.*

Ask students if the man is a friend, a helper, an acquaintance or a **stranger**. Ask students to check the correct box on their worksheet.

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Hand out the touch/no touch sheet to students and have them point to the appropriate circle as the class is discussing the different types of relationships. Or cut out the circles, glue to cardboard and laminate, and have students hold up the appropriate circle for the relationship described.

Remember to personalize the characters to make this more realistic.

Have students point to touch or no touch on their worksheet, or hold up the appropriate circle card regarding each interaction. Students can also model appropriate touch for each interaction.

IMPORTANT:

Do not have students roleplay (practice) the inappropriate touch described. Focus on the appropriate interaction.

- E. *That evening, while Joe was watching television, someone else came to see him. It was Mrs. McGraw, his mother's friend. He didn't know her very well — he had only seen her once before when she was playing cards with his mother.* Ask students if the woman is a friend, a helper, **an acquaintance**, or a stranger. Ask students to check the correct box on their worksheet.
- E. Review the case study using the Case Study Worksheet. Tell students, *"Four people came into Joe's hospital room that afternoon and evening. Each of them had a different kind of relationship with Joe."*
- Which person was Joe's friend? (Andy)
 - Which person was Joe's helper? (Pam, the nurse)
 - Which person was an acquaintance? (Mrs. McGraw)
 - Which person was a stranger? (the man who came into the room and then left)
 - *How can you tell?*
- If necessary, reread the case study, pointing to the names on the board and discussing each relationship as it arises. Refer back to the definitions, if it's helpful for students.

3. Role-playing - at the pool

- A. Project the Case Study Transparency (2).
- B. Explain to students that now that they know about different types of relationships, they're going to have a chance to see if they can tell what kind of relationship exists by the type of behavior used during a greeting.
- C. Set the stage:
"Bill and Brad went to the pool for public swim one Saturday afternoon. They met lots of different people at the pool. For each person they saw, there was a different way to greet them. Let's go along with Brad and Bill to the pool and see what happened."
- D. Explain to students that you'll describe several different situations. They should think about the kind of greeting that would be most appropriate, based on what they know about the relationship between the people.
- i. *Bill and Brad have been good friends for three years. They are in the same class at school, they're on the same team during track meets and they get together after school about twice a week to study or hang out.*

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Bill picked up Brad at his house to go swimming. When Brad came to the door he:

- a) *gave Bill a high five, and said, "Hey there! How are you? I'm all set - let's go!" or*
- b) *shook Bill's hand and said, "Hello, my name is Brad. Would you like to go swimming?" or*
- c) *said, "Hello. may I help you sir?"*

Decide with students what kind of relationship Bill and Brad have (they are good friends.)

Because of that type of relationship, the most likely answer is (a). Discuss the reasons why with your students.

- ii. *Bill and Brad walked to the pool and got into line to pay to get in. while they were standing in line, Mrs. Jones, who lived across the street from Bill came out of the change-room. Bill didn't know Mrs. Jones very well — he had only seen her on the street a few times. He had been introduced to her, though, and he knew her name. He thought it would be rude to ignore her. So Bill:*

- a) *gave her a big hug and a kiss and said, "Gee I missed you" or*
- b) *said, "Hi Mrs. Jones. How's the water?"*

Decide with students what kind of relationship Bill and Mrs. Jones have (they are acquaintances.)

Because of that type of relationship, the most likely answer is (b). Discuss the reasons why with your students.

- iii. *Bill and Brad got changed and went into the pool area. Bill started swimming laps in the lane closest to the edge of the pool. There was one other person swimming in his lane, someone he hadn't met before. Bill was swimming backstroke, and accidentally bumped into the other person swimming in his lane. They both stopped swimming and Bill:*

- a) *wiped the water out of his eyes and said, "Excuse me." or*
- b) *gave the other swimmer a high five and said, "Hey buddy, great lane!"*

Decide with students what kind of relationship Bill and the other swimmer have (they are strangers to each other.)

Because of that type of relationship, the most likely answer is (a). Discuss the reasons why with your students.

Use the touch and no touch version of the worksheet for some students.

Use photographs or "polaroid" pictures of actual people in your student's lives. Be sure to include a magazine picture of a stranger. Glue pictures onto boxes on the worksheet.

- iv. *Brad decided he wanted to use the kickboard for some of his laps. He went over to the lifeguard station and saw that the lifeguard on duty was Beth. Brad had seen Beth at the pool several other times, but had never spoken to her and had never been introduced. He knew her name because he had heard other people say it. Brad:*
 - a. *yelled up to the lifeguard chair, "Hey Bethie! How are ya? I need a board." or*
 - b. *walked to the lifeguard chair and said, "Excuse me. Could you tell me where to find a kickboard please?"*

Decide with students what kind of relationship Brad and the lifeguard, Beth have (Beth is a helper.) Because of that type of relationship, the most likely answer is (b). Discuss the reasons why with your students.

4. Identify people in each student's life

- A. Tell students that so far, we've talked about imaginary people who are friends, helpers, acquaintances and strangers. Now we are going to think of real people and decide if they are friends, helpers acquaintances or strangers.
- B. Hand the "People in my Life" worksheet. Allow 5 to 10 minutes for students to think of people in their lives and draw them or write their names on their worksheets.
- C. Review the definitions of terms and write the words family, friend, helper, acquaintance and stranger on the blackboard as you define them. Assist students with checking the appropriate box on the worksheet to describe their relationship with the person in each box.
- D. Invite students to share their completed worksheets with the class. Ask them to explain who they made the decision regarding which type of relationship they have with each person in their set of boxes.

5. Strangers — safety skills

- A. Discuss the fact that when we talked about strangers earlier, we defined them as people we didn't know. Usually, we don't talk to strangers and they don't talk to us. But sometimes, the situation is a little different.
- B. Discuss with the class that:
Sometimes, we need help. We might be out in the community away from anyone we know (a friend or family member, helper or acquaintance) and we might need some help (maybe we are lost and need directions, maybe we need to know where to find a telephone, maybe we need medical help.)

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Ask students to choose the appropriate circle for each person. If touch is the choice, ask them to model the type of touch that would be appropriate (OKAY) with that person

Give students non-verbal safe options for asking for help. Some students might carry picture communication books with them. Others may need to learn some simple sign language tools for getting help.

Modify the situations so that they reflect the student's life — use specific bus stops, etc. Remember to reply this exercise in the natural setting — frequently.

Using the teachable moment will really help with learning about safe interactions with strangers.

Without frightening students, make them aware of possible "stranger danger."

Brainstorm with the class:

What are some things to think about when asking for help from a stranger?

A possible list might include:

- is the person wearing a uniform?
- is the person wearing a badge?
- is the person likely to be able to help me?
- does the person look trustworthy — remind me of my trusted adult friend.
- is the person alone or with other people?

- C. Roleplay safe interactions with strangers. Model the roleplays with a teaching assistant, and then have students take part in either the acting or in deciding what the characters should do/say.

Possible situations to roleplay include:

- Asking someone you don't know to dance. "Excuse me, would you like to dance?"
- Asking someone what time it is at the bus stop. "Pardon me, can you tell me the time please?" Point to your wrist.
- Asking someone for directions to a telephone. "Excuse me, where is the nearest phone?" Point to ear and gesture talking on the phone.
- Asking someone for help if you are lost. "Can you help me? I'm lost." Finding your address on ID cards in your wallet. Looking at a map with someone who is a stranger.
- Looking for something in the store. "Excuse me, can you help me find the? Thank you."

- D. Point out that even if a stranger helps you, it's probably still wise to be cautious. Thank the person for their help and then leave.

- E. Another kind of situation involving strangers needs a different kind of response.

Discuss with students that:

- Sometimes when you are out in the community, you may be approached by a stranger. The person might be asking you to give them something or to do something for them. Sometimes, they might be simply be asking for help (just as you did in the last exercise.)
- Other times they might be planning to hurt you, steal from you, harass, or bother you.

- F. Brainstorm with the class:

What are some things to think about if you are approached by a stranger?

A possible list might include:

- whether or not you are alone or with someone else who could help you if you needed help
- how the person acts - are they drunk or "high"
- if the person is respecting your rights - not coming too close, or touching you in a way that makes you feel uncomfortable

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Have students practice saying "no" and moving away.

It maybe most useful for some students if the "stranger" is roleplayed by someone they don't know - invite an acting student to class, or put a mask or disguise on a teaching assistant.

Use laminated, cut-out magazine people, puppets or actors to role play.

- if there is a place to run in case you need to
- if the request the person is making is reasonable or unreasonable.

Discuss with the class that the safest thing to do when approached by a stranger is to ignore the person and move away from them.

- G. Roleplay safe responses to strangers who approach you. Model the roleplays with a teaching assistant, and then ask students to take part in either the acting or in deciding what the characters should do/say.

Possible situations to roleplay include:

- When riding on the bus, a stranger sits down beside you and puts his arm around you. You respond by removing his arm and saying "go away" or "stop". If you doesn't leave, then you move or get help.
- When you are at a dance, a man approaches and asks for your phone number. You don't want to give him your number so you say, "No" and walk away.
- You are walking in a mall. A religious person wearing a robe approaches you with pamphlets and asks if you would like this one. You say, "No thank you" and keep walking.
- You are waiting for the bus and someone you don't know drives by and offers you a ride. You say, "No thanks" and then ignore them.
- You are walking downtown and someone asks you for money or change. You continue walking.
- You are on the bus and you notice that someone is staring at you. You ignore them or move away.

6. Summary of Relationships Unit

- A. Review the different kinds of relationships discussed in this class:
- self
 - families
 - friends
 - helpers
 - acquaintances
 - strangers

B. Relationship Evolution

Discuss the fact that relationships often change over time. Read the following case study to the class and project Case Study Transparency (3):

"November. Peter had just moved to a new town. He was fourteen and had to start a new school. He didn't know anyone in his neighborhood yet, and he wasn't sure if he would ever make new friends.

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It was really scary to walk into class that first day. All the kids knew each other and Peter didn't know anyone. He had met his teacher, Mrs. Ross, in the office the week before, but the kids in the class were all strangers to him. They stared as he walked into the room and he heard them whispering to each other.

Mrs. Ross smiled at Peter. Then she stood up and said, "Class, I'd like you to meet our new student. Peter Jones has just moved here from Alaska and he's going to part of our class now. I know you'll make him feel welcome. Peter, why don't you go sit in that seat by Jeremy."

Peter sat down and tried not be nervous. Mrs. Ross continued with the lesson. Jeremy smiled at Peter and showed him where the class was in the math book. Peter smiled back and tried to pay attention.

At lunchtime, Jeremy asked Peter if he wanted to come and eat with him. They went to the cafeteria and Jeremy introduced Peter to some of his friends. By the time lunch was over, Peter knew three people from his new class. He felt a lot better.

Thanksgiving Break. *Peter had really been dreading the week of vacation. He didn't know what he would do all day - his parents were busy with work and unpacking and he thought he'd be really bored.*

On the first Saturday, he was out washing the car for his dad. He looked across the street and saw one of the students from his class - a boy named Mike. He and Mike hadn't talked much at school, they were really just acquaintances, but Peter thought he'd see if Mike wanted to be friends.

Peter turned off the hose, walked across the street, and said, "Hi Mike." The two boys talked for awhile about school and Mrs. Ross, and what they were planning to do on vacation.

Later that day, the phone rang at Peter's house. It was Mike calling to ask if Peter could come and watch videos that night.

"Sure", said Peter. He was very excited to finally have made a friend.

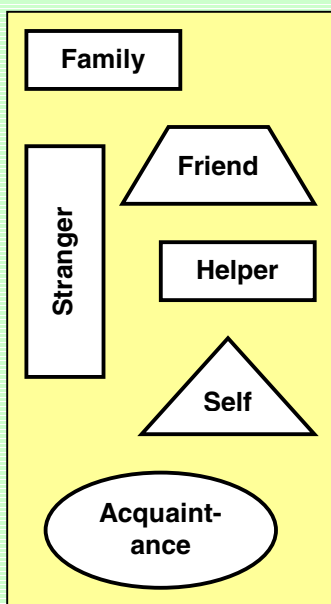
- C. Discuss Peter's relationship changes.
- When Peter first moved, everyone was a stranger.
 - He met Mrs. Ross so she became an acquaintance and then, as his teacher, a helper.
 - Peter met Jeremy in his class and through Jeremy, he met three more people at lunchtime. They were acquaintances. They knew each other's names.

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Use actual "polaroid" or other photographs. Be sure to make the sections big enough to insert the photographs.



- Peter also met Mike in his class. Mike started as a stranger, became an acquaintance and then, over Thanksgiving break, became a friend.

D. Control over our relationships

Help the class recognize that relationships evolve. Discuss that we all have control over who is in our relationships. If we have a *friend*, we no longer wish to be close to, we can move that person out of the *friend* relationship by treating them differently, treating them as we would an *acquaintance* or a *stranger*.

- E. Ask the class what would happen to Peter's relationships, if Mike and Peter had a fight, or decided they didn't like each other anymore. The relationship would change. Mike would move from being Peter's friend to being his acquaintance.

7. Creating relationships posters

- A. Create a poster for each student with six labeled sections for the different types of relationships (self, family, friend, helpers, acquaintances and strangers.) Use squares of butcher paper and colored markers, or the backs of commercial posters. Be sure there is enough space in each section to place several photographs or drawings of people.
Teacher Note: Depending on your students, you may want to create the poster outline shapes ahead of time for each student. Freehand shapes are fine.
- B. Ask students to identify a list of people who would represent each relationship - at least one person per relationship. Students can refer back to previous lessons to remind themselves of people within different relationships. Have them cut out faces from photographs they've collected, draw pictures, or write people's names in the appropriate place on their poster.
- C. **Sharing posters.**
Ask for volunteers to hold up their posters to share with the class. Once the posters are completed, they become an excellent discussion tool. Post them in the classroom, or have students take them home to discuss with their families.

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Dear Trusted Adult,

In class, we talked about different kinds of relationships. Telling the difference between helpers, acquaintances and friends is often confusing. The roles that different people play in our lives are varied, and the ability to know how to appropriately interact within a variety of types of relationships is a critical social skill. It's also important, especially from a safety perspective, to be able to handle interactions with strangers (when they are approaching you in an unwanted way, or when you need help from them.)

We considered several different definitions for the terms, "helpers", "acquaintances", and "strangers."

"Helpers are people who care about me and help me to do things as part of their job. They are (almost always) paid money to help me. People who are helpers include my teacher, my doctor, and my dentists. Some people need help to do all kinds of things, like getting dressed, eating, going to the bathroom. The people that help them with these parts of their days are called helpers."

"Acquaintances are people who know my name and I know their name, but that's about all. I don't really feel close to these people, but I like them, and they are part of my life. Examples of acquaintances might be the grocery store clerk, the librarian, the principal of my school, my neighbor across the street, a new student at school, a friend of a friend."

Strangers are people I don't know. I have not been introduced to them and they have not been introduced to me. They don't know my name and I don't know their name. They are part of my life but I am not close to them. Examples of strangers include people you see at the bus stop, other shoppers in the store, other people in the school who you don't know, other teachers you haven't met."

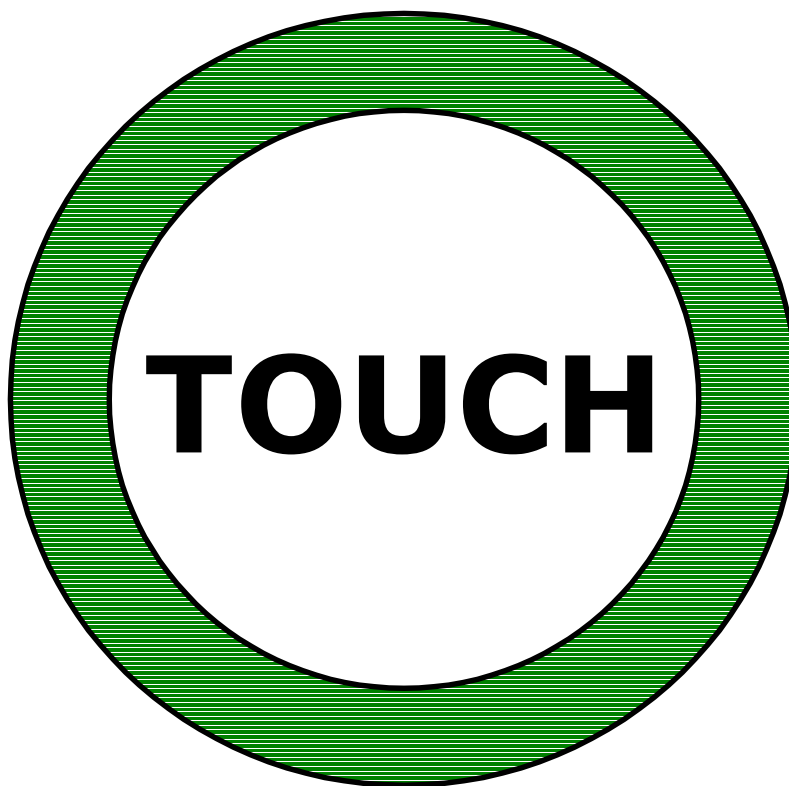
There are several ways you can support this learning:

- Identify other people in the student's lives who represent different types of relationships. List them.
- Ask students to point out strangers they think should be avoided or ignored, and other strangers they think might be safe to ask for assistance if they needed it. Talk about their choices and appropriate interactions.
- Ask students to watch television for one hour and write down the names of the characters. Have them choose the main character and then decide what kind of relationship that person has with each of the other characters in the show.
- Have students repeat the above exercise with
 - A.) a movie they are going to, or
 - B.) a book they are reading

If you have any questions or comments, please call me.

Sincerely,

NOTE: All Trusted Adult exercises are optional.



Case Study Transparency 1



friend Andy	nurse Pam	Mrs. McGraw	strange man

Case Study Transparency 2



Brad	Mrs. Jones	other swimmer	Lifeguard Beth

Case Study Transparency 3



Mrs. Ross	Mike	Jeremy	people at lunch

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<p>1.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>2.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>3.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>
<p>4.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>5.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>6.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>
<p>7.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>8.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>	<p>9.</p> <p><input type="checkbox"/> family <input type="checkbox"/> friend</p> <p><input type="checkbox"/> helper <input type="checkbox"/> stranger</p> <p><input type="checkbox"/> acquaintance</p>

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People in my Life: Touch or No Touch

TOUCH	NO TOUCH	TOUCH	NO TOUCH
TOUCH	NO TOUCH	TOUCH	NO TOUCH
TOUCH	NO TOUCH	TOUCH	NO TOUCH